

Consolidated Annual Report, Program Year 2012 - 2013

Maine

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

A position is partially paid with Leadership funds for secondary school reviews. In addition other funds were used to assist in the thorough review of CTE programs.

Secondary: In order to receive Perkins IV funds, schools must participate in either a New England Association of Schools and Colleges (NEASC) or a Maine Department of Education (MDOE) comprehensive school review (CSR). Maine currently has 22 CTE schools participating in the MDOE CSR and only 5 CTE schools that are NEASC accredited. Many schools have dropped the NEASC accreditation due to the cost of membership and the cost of the on-site visits.

MDOE has developed a self-study and site review process that reviews schools on a 10-year cycle:

Decennial site visit - a comprehensive review of CTE programs and school-wide standards by a visiting team of 9-15 members.

Five year site visit – a review of the status of recommendations made during the decennial site visit to articulate additional recommendations as preparation for the next decennial review.

Key components of the Comprehensive School Review process include:

An orientation of the review process presented to the school by MDOE consultants;

A school self-study the year prior to the decennial review; and

A 4-day site visit to the school for the review itself. The visiting team, consisting of MDOE consultants and instructors/administrators from other Maine CTE schools, review programs, curriculum (including rigor, academic integration, and post-secondary articulation), instruction, assessment, equipment, facilities, school climate, and community involvement.

A final written report provided to the school with commendations and recommendations.

Schools that choose to be reviewed using the MDOE review process are required to provide two teachers per year to participate as members of the visiting team in the review of other CTE schools. Schools opting for accreditation by NEASC do so with the understanding that an MDOE CTE consultant must be included as a member of the visiting team and that a copy of the final report be submitted to the MDOE.

Local Plan: Each year there is an in-depth review of each local plan, including a financial review, before any money is allocated. The local plans must meet all elements of a checklist that have been developed for plan reviews. In addition, an annual desk audit is required. Maine has a web-based application and reporting system for the local education agencies for the submission of local plans and the website is structured so that progress reports are linked to the local plan's proposed expenditure of funds. Maine has also developed a web-based grant reimbursement system. MDOE requires that each school develop a program evaluation tool to review all CTE programs within the local school on an annual basis.

Program Proposal Review: All new secondary CTE program proposals go through an intensive application review process and approval prior to implementation. Programs must meet the elements of MDOE Regulation 232, Standard Criteria for Maine Secondary Vocational Education Programs, before they are approved. MDOE Regulation Chapter 232 is scheduled to be rewritten and approved by Maine State Legislature in an upcoming legislative session. Recent new programs that have been developed and approved are: Caribou-Culinary Arts, Lewiston-Travel, Tourism and Hospitality, Mid-Maine, Waterville-Mass Media (pilot), Region 2, Houlton-EMT, Region 11, Norway-CTE Academic (English), and Hospitality. Additionally, Region 10, Brunswick added an EMT component to their existing Fire Science program.

Review by Program Advisory Committees: Each program within a school must have a Program Advisory Committee (PAC). With the development of the Perkins IV State plan, Maine now requires the following of its Program Advisory Committees: meet at least twice annually; membership must include teachers, business and industry partners, secondary and post-secondary constituents, students and other interested stakeholders; review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the successes or failures of each program; review current program assessments to ensure that the technical skills required for the program are assessed and have a third party assessment; conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards); review the program using a locally developed common evaluation tool and develop or review a plan to move the program to nationally recognized technical skills, standards and assessments where they exist or state certifications/licensure.

Secondary Special Populations: Education for high skill, high wage and high demand occupations for special population students continues to be important to Maine's CTE Centers and Regions. The Maine DOE CTE Team provides review, information, assistance and compliance through the State Departments' Comprehensive School Review and the Methods of Administration On-Site Review that is performed as a collaborative process with the centers and regions on a periodic basis. This effort is supplemented further by the integration of the Special Populations Section of the Perkins Application and by reviewing and consulting with the schools in goal setting, best practices and accommodations.

Postsecondary – MCCS: As required by the MCCS Board of Trustees, each MCCS program must be reviewed either by a program accreditation board, in accordance to the specific program boards schedule, or by the Board of Trustees on a five year schedule. In addition, an assessment tool was developed by the Academic Deans to be used consistently each year by the program's Advisory Committees across all programs and all colleges as they conduct their annual reviews.

Postsecondary - Special Populations: Students in special populations are provided with an equal opportunity to pursue programs leading to high skill, high wage, high demand occupations. Support for such students is provided using Perkins and other funding, including, but not limited to the following: assistive technologies, career and placement services, childcare and transportation assistance, English as a second language courses, faculty and staff training, interpreters, smaller class sizes for remedial and intensive course work, TRIO programming, tutoring and study labs, and Women in Technology programs.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Leadership funds were used to support Nontraditional Program activities and Math in CTE workshops. In addition, other funds were used to provide Professional Development opportunities as needed, for CTE faculty and staff to receive training in classroom technology such as smart boards, video conferencing, and current industry standard equipment.

MDOE works with Maine's Women, Work and Community to offer Totally Trades programs to CTE students. Through this program students were given the opportunity to use video technology to create their own video showing students in nontraditional fields. The Totally Trades workshops brought in technology from CTE programs so students could see and touch the equipment used in the field. This equipment includes: heavy machinery, fire trucks and firefighting equipment, law enforcement vehicles and equipment, skill trades equipment, and much more.

MDOE provides a Math in CTE training program to provide teachers and administrators with resources they need to promote STEM learning across all CTE programs.

Secondary: Each of the secondary programs is required to have a program advisory committee. These committees annually review the technology and equipment needs for each program. Locals also use Perkins funds for acquiring and updating technology and equipment. In FY 12, 20% of all Perkins dollars sent to the locals was used to upgrade or purchase new technology and equipment. Each school is required to participate in a school wide review using either NEASC or the state review process. An important component in these reviews is verifying that the equipment and technology needs of the program are current. Local Maine businesses generously provide some of the equipment and technology for our programs. CTE programs in Maine have chosen a National Standard for their skill area and must adhere to the required equipment and technology for program certification. Programs are allowed to use Perkins dollars to keep their programs certification ready. The federal equipment guidelines are adhered to as a condition for Perkins funding. Maine is still exploring an Essential Programs and Services (EPS) funding formula for CTE and it is yet to be implemented; equipment costs and national program certification costs are considered in the funding formula.

Postsecondary – MCCS: In their annual reviews of MCCS programs, Program Advisory Committees determine whether up-to-date technology is being used. Through Perkins funding and other state and local sources, programs are able to purchase updated equipment to maintain labs. In the 2012-2013 academic year, the following programs at the various MCCS colleges acquired new technology using Perkins funds: Applied Marine Biology and Oceanography, Architectural and Civil Engineering, Automotive, Building Construction, Communications and New Media, Computer Technology, Culinary Arts, Diesel, Truck and Heavy Equipment, Electrical Lineworker, Electrical Technology, Electromechanical Technology, Emergency Medical Assisting, Medical Services/Technician, Energy Services Technology, Heating and Air Conditioning Technology, Heavy Equipment Maintenance, Horticulture, Hospitality and Tourism, Integrated Manufacturing, Nursing, Paramedicine, Power Sports Equipment, Precision Machining, Pre-Engineering, Radiography, Radiologic Technology, Refrigeration, Residential Electricity, and Welding.

The colleges within the MCCS continue to improve advising services to assist students through their academic careers and into the workforce. Several of the colleges have professional advisors available year-round, in addition to faculty advisors, with whom students meet regularly throughout the academic year.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

Leadership funds were used to send a State level position to National FFA meetings, to provide Math in CTE, and Literacy workshops. Other funds were used to provide additional professional development as needed.

The National FFA meetings are attended by a State level position and the information is then shared with the agriculture teachers and staff in Maine's CTE Agriculture programs. These Maine CTE agriculture teachers/staff meet for professional development on a monthly basis. Through this professional development, they are kept updated on rules and regulations related to FFA and on funding and other opportunities available to them and their students through the agricultural industry and through FFA.

Career and Technical Education Mentor Training: MDOE CTE staff and MACTE continued to provide opportunities for teachers to learn about literacy strategies through the highly-successful CTE Literacy Mentor Network which was supported by consultants from Public Consulting Group's (PCG's) Center for Resource Management (CRM). Mentors were trained in content area literacy strategies, developed examples related to their specific CTE areas, and practiced co-facilitating professional development with colleagues using literacy workshop facilitation guides. Teachers who had been previously trained as mentors were provided the opportunity to take their own learning to a deeper level with the goal of embedding the strategies in their day-to-day teaching. The outcome has been a network of literacy mentors who are teaching other teachers how to use before/during/after reading, writing, and vocabulary development strategies within their CTE classes and have developed additional CTE examples of applications for the CTE literacy facilitation guide. We are currently in the process of developing another literacy initiative which will incorporate the new Common Core standards within our curriculums and provide additional training on literacy strategies within the classroom.

Promising Practices Statewide initiative: Maine CTE schools were invited to participate in an initiative to identify, support, and disseminate information about promising programs and approaches that improve literacy, rigor and relevance in CTE courses. These promising practices continued to be documented and made available on the <http://www.maine.gov/doe/cte/index.html> website.

Numeracy: Maine DOE continued efforts to strengthen numeracy through a one-day review training for teacher participants of the past two years of implementation of the Math-in-CTE program. The Math-in-CTE program was developed by the National Research Council for Career and Technical Education (NRCCTE). Since 2008, Maine has sent seven math teachers, eight CTE teachers, one high school principal, and three CTE directors to introductory trainings on Math-in-CTE. These participants became Maine's original Math-in-CTE planning committee and provided four teacher leaders who worked under the mentorship of an NRCCTE consultant to deliver trainings. In its second year of implementation completed in May 2012, Maine DOE addressed CTE program areas of Culinary Arts and Automotive Technology with thirteen Maine CTE teachers from ten CTE schools, along with their mathematics teacher partners from ten Maine middle/high schools, as well as two Vermont teachers (one mathematics and one CTE teacher), accompanied by their representative from the Vermont Department of Education. In the coming year, Maine hopes to disseminate to past Math-in-CTE participants documentation prepared listing nation-wide websites that include Math-in-CTE lessons. Maine also hopes to investigate the utility of other, less professional development-intensive measures of enhancing mathematics/numeracy education in CTE.

Secondary

The state directors' organization, Maine Administrators of Career and Technical Education (MACTE), assisted by the CTE Team in MDOE, hosts program area updates (Technology updates) twice a year so that teachers have the opportunity to collaborate, discuss alignment of curriculum with industry recognized standards and credentials, and remain current in their fields. Most teachers have implemented the components of national standards that are appropriate for high school students. This is now systemic and has been codified by the Legislature so the state, MACTE and CTE teachers identified national standards where available in each CTE content area to bring uniformity to the standards that are taught.

Other Professional Development activities in Maine for Career and Technical educators during 2012 and 2013, for both instructors and administrators, were accomplished via a wide-range of meetings, trainings, institutes, conferences, courses, webinars, and workshops at the Local, State, and National levels. A partial list of these activities is as follows:

Professional Development: July, 2012-June, 2013

All DOE-Commissioner's Meetings/Workshops

ASCD Workshop on Literacy

Brustein and Manasevit Perkins Federal Compliance Meeting, DOE (state-wide)

Common Core Literacy Conference

Conferences: ACTE, NACTEI, NASDCTEc, National Career Clusters Institute, National CTE Policy Seminar

Construction Expo of Maine

CTE and Literacy Workshops (2)

CTE Comprehensive 5 and 10 Year School Reviews and Pre-visits (State Perkins monitoring)

CTE Data/Infinite Campus Training

CTE New Instructor Orientation (Boot Camp) UTC and Eastern Maine Community College

CTE Team Meetings (monthly)

Career and Technical Education Consortium of States (CTECS) Conference

CTEDDI Jump Start Training

Data Quality Institute (DQI)

DECA, and SkillsUSA State Competitions, and Judging

Design Team Meeting

FFA Student and Instructor State-wide Trainings (multiple), State Convention and National Convention

Implementing the Common Core State Standards (national, multiple)

Maine CTE State-wide Conference

Maine Administrators of Career and Technical Education (MACTE) Meetings (monthly various sites and Tandberg videoconference)

Maine State Board of Education Alternative (CTE) Teacher Certification Stakeholder Group

Maine Logging Training Advisory Committee

Maine Safety Conference and Safety Works OSHA inspections

Maine State Board of Education meetings (multiple)

MDOE Learning Systems Team (multiple)

Maine Superintendents Conference

Math in CTE Initiative (statewide)

Methods of Administration Reviews, compliance with Federal Civil Rights Legislation (multiple)

New England Secondary School Consortium Convention

OSHA Safety Certification for CTE Instructors, 10 Hour and 30 Hour (multiple)

The Safety and Health Council of Northern New England: Seminars, Tradeshow, Conference

Technology Group Meetings in all Clusters and Pathways for National Industry Standards Adoption (state-wide)

Totally Trades conference

Webinars: NASDCTEc, NRCCTE, Perkins Consolidated Annual Report WebEx (multiple)

Workshops: CCSO, and SCASS (multiple), Civil Rights Compliance (multiple)

Courses and degrees for pre-service or in-service CTE administrators and instructors offered at: The University of New England (MA), Husson University (BA), and Eastern Maine Community College (AA)

Postsecondary – MCCS: The continual professional development of the MCCS CTE faculty and staff is critical in assuring consistent student success. During the 2012-2013 academic year, CTE faculty and staff from each of the MCCS colleges participated in a variety of development activities relevant to their technical areas of expertise. The following is a sampling of these activities, varying by college: workshops offered during the faculty professional days preceding each semester; training on instructional technologies and advising practices, both in the classroom and online for CTE faculty, including e-portfolio for Building Construction, SimMom for Simulation Laboratory instructors, SolidWorks software training for Computer Aided Drafting and Precision Metal Manufacturing, and OnCourse student success program for CTE faculty; the purchase of instructional videos for the development of Medical Radiography clinical instructors; participation in external professional development courses pertaining to CTE content; attendance at state and national conferences of CTE industry associations, including MACTE and SkillsUSA; and continued education leading to further industry and academic credentials for CTE faculty in Accounting, Adventure Recreation, Building Construction, Heavy Equipment Operations, Medical Assisting, and more.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

A position is partially paid with Leadership funds for gender equity. In addition, other funds were used to provide increases support in this area.

Secondary: The goal of education for high skill, high wage and high demand occupations through non-traditional programming is a high priority in the State of Maine and for our CTE centers and regions. Through an interactive process of reviewing the Non-Traditional Section of Perkins Grant Application, the CTE team is able to project and map out the needs of the centers and regions. This information informs our technical assistance efforts for schools in the areas of: (1) regional technology and trades workshops and follow-up activities for prospective non-traditional students, (2) technical assistance through a needs assessment process administered by the State-wide Women, Work and Community organization, to include as-needed program development activities, and (3) recruitment and retention workshops for centers, regions and school districts.

Maine CTE has also continued to encourage the development of Exploratory Learning Programs for its 9th and 10th grade population which provides an excellent opportunity for students to sample many different non-traditional pursuits.

Maine's gender equity coordinator has been funded and retained since the inception of the Perkins Act, even though this is no longer a requirement. This position, the Special Populations Coordinator, also serves as the team leader for the Methods of Administration On-Site Review described above, which is one of the tools used to foster gender equity in Maine schools.

Postsecondary – MCCS: Though the MCCS has recently met OVAE goals for non-traditional participation, it has experienced some difficulty in meeting the measure for non-traditional completion. Although males continue to fall well below the nontraditional completion goal, the MCCS nontraditional graduation rate for females was 36.1%, exceeding the 2012-2013 goal of 21.15%. Outside of the Allied Health fields, male nontraditional programs are generally lower wage, and it is difficult to encourage men to enter these professions. Therefore, many of our nontraditional outreach efforts are focused on women. Implementation of our improvement plan has positively impacted overall completion rates, and in the coming year, the MCCS will seek to focus even more attention on assisting all students pursuing nontraditional occupations to persist and complete their programs.

Our improvement plan, implemented in the 2012-2013 academic year and continuing currently, includes but is not limited to, the following strategies to assist both men and women succeed through the completion of their nontraditional programs: developing methods, materials, and partnerships aimed at introducing students to nontraditional occupational opportunities; identifying students academically at-risk early in the semester and connecting them with a variety of support services; establishing relationships and agreements with industry and 4-year institutions to provide internships and transfer articulations encouraging program completion; and increasing flexibility in scheduling to acknowledge the complex lives of students. This work is initiated by the Gender Equity Coordinators on each campus and overseen by their direct supervisors and reviewed and reported on by the Perkins Grant Coordinators to the MCCS Perkins Grant Manager.

Reporting is based on the NAPE nontraditional crosswalk. Maine does face some resistance to shifting gender roles in occupational areas, particularly in its rural, low-income locations. The following are several of the activities offered at MCCS colleges in an attempt to attract students to nontraditional programs (activities vary by college): Development of materials promoting gender equity choices and highlighting successful alumni; sponsorship of gender equity clubs, such as Women in Technology; hosting outreach activities with state agencies, like Women Work and Community, and Women Unlimited; coordination of open forums and discussion groups on the topic of nontraditional occupations; increasing direct advising of nontraditional students by both professional and faculty advisors; focusing recruitment efforts on nontraditional students enrolled at secondary CTEs; and hosting hands-on experiences for secondary students in nontraditional CTE programs.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

A position is partially paid with Leadership funds for MOA reviews. In addition, other funds were used to provide more support in this area.

Secondary: Education for high skill, high wage and high demand occupations for special population students continues to be important to Maine's CTE Centers and Regions. The Maine DOE CTE Team has helped foster this development through a series of initiatives:

Providing review, information, assistance and compliance through the State Departments' Comprehensive School Review and the Methods of Administration On-Site Review that is performed as a collaborative process with the centers and regions on a periodic basis. This effort is supplemented further by the integration of the Special Populations Section of the Perkins Application and by reviewing and consulting with the schools in goal setting, best practices and accommodations.

The strong relationships with the Maine Department of Labor-Division of Vocational Rehabilitation and the Maine Department of Special Services (Special Education) has provided program assistance in the areas of career planning through the transition section of the Individual Education Plan and job skill development with community agencies and employers.

Providing targeted work to assist technical centers and partner high schools in addressing the need for a more timely and comprehensive enrollment goal setting and planning for the students with special needs.

Postsecondary – MCCS: Students in special populations are provided with an equal opportunity to pursue programs leading to high skill, high wage, high demand occupations. Support for such students is provided using Perkins and other funding, including, but not limited to the following: assistive technologies, career and placement services, childcare and transportation assistance, English as a second language courses, faculty and staff training, interpreters, smaller class sizes for remedial and intensive course work, TRIO programming, tutoring and study labs, and Women in Technology programs.

Students are encouraged to self-identify and advocate for themselves, learning of opportunities for additional support through program promotion, orientation activities, and advising. The colleges also coordinate with sending agencies and schools, including Career and Technical Regions and Centers, high school guidance offices, Vocational Rehabilitation, Workforce Development, the Department of Human Services, and the Veterans Administration. Based on Perkins IV definitions, 44% of CTE concentrators and 45% of CTE participants enrolled in the Fall of 2012 identified themselves as belonging to one or more special populations groups. The vast majority of these fall into the economically disadvantaged category. All identified students received appropriate services.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Leadership funds were used to pay for a support position to provide Perkins technical assistance and portion of a position for school reviews. Other funds are used, where needed, to assure the schools and colleges receive all technical assistance they need.

The support position is the first contact for CTE administrators, teachers, and staff for technical assistance for Perkins. This position provides online assistance for the Perkins grant, the financial reimbursement system, OSHA trainings, Math in CTE, and all other areas of CTE.

The school reviews cover all aspects of the CTE schools and programs. Administrators, teachers, and staff have the opportunity for face-to-face, email, and phone assistance with all aspects of their CTE programs. The 4-day site visit by a team, consisting of MDOE consultants and instructors/administrators from other Maine CTE schools, review programs, curriculum (including rigor, academic integration, and post-secondary articulation), instruction, assessment, equipment, facilities, school climate, and community involvement. At the end of the review, the school is provided with a report of the recommendations found during the review process. Schools receive on-going State level technical assistance to assure the recommendations are met within a timely manner.

Secondary: The Maine DOE provides technical assistance to eligible recipients in a variety of ways. Each consultant is assigned as liaison to three-four CTE schools and attends program advisory meetings as requested; attends region/center advisory meetings as requested; provides assistance as schools develop their local plan; provides guidance and assistance as schools and programs align with national standards; provides guidance and assistance as schools develop new programs; provides guidance and assistance as schools prepare for their Comprehensive School Review; and reviews local plans and assists schools in appropriate changes/modifications

Technical assistance was also provided to the schools in the form of face-to-face guidance in the development of the local Perkins IV applications. The CTE consultants meet monthly with the directors to provide direction and guidance on the work in schools. In addition, each liaison is familiar with the school and its needs as the local online grant application is completed and reviewed at mid-year and at year end.

Postsecondary – MCCS: The MCCS System Office, in collaboration with the MDOE, provides technical assistance to each of the MCCS colleges with regard to all aspects of the Perkins grant. Annual local plans and progress reports are entered into an online system for review and guidance. Each year, the online grant management system is reviewed for accuracy and ease of use. The System Office also collects student level data from each college, with the Perkins Grant Manager providing the necessary support to assure accurate and complete data collection.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

55236

Number of students participating in Perkins CTE programs in state correctional institutions:

20

Describe the CTE services and activities carried out in state correctional institutions.

Secondary: Maine continued to utilize 1% of the Perkins State Leadership funds for State Correctional institutions. The funds were used to support the development of CTE programs of study at Maine's correctional facilities for youth. Teachers focus on safety training and basic vocational skills. No certificates are awarded as students do not complete an entire program in any pre-vocational areas. They do complete specific topics that would be part of a CTE course curriculum in the areas of small engines, building trades and culinary arts. Jobs for Maine's Graduates (JMG), a contracted service at MVYDC, provides job readiness training for GED recipients and for any high school students who desire assistance upon reintegration. The Perkins funds were used to purchase a CAD program for the building trades and to contract for services with Women Unlimited to offer 3 training programs for NCCER certifications. Two instructors also took the NCCER certification training and can offer the certifications to students in-house in the future.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

In Maine the Corrections funds are utilized in our Youth facilities.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

No

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

No Leadership funds were used, but other Perkins funds and other local funds are used at both the secondary and postsecondary levels to promote this work.

Secondary and Postsecondary:

The PAC members keep the teachers and administrators apprised of industry needs. The CTE schools must address local, regional and State economic development needs in their local CTE plans and update them on an annual basis. When a secondary CTE school proposes a new program, it must perform a needs assessment and it must convene a PAC and school advisory committee or a cooperative board to assist with the program development. This is required as part of the State's program approval process for secondary schools. The MCCC has a similar approval process for all postsecondary new programs.

A member of the MDOE CTE team is the Commissioner's designee to the State Workforce Investment Board (SWIB) which is Maine's Workforce Investment Act Board.

Information about Maine's economic development needs and new and emerging industries is available from the Governor's Economic Development Strategy which is on the website for Maine's Department of Economic and Community Development <http://www.econdevmaine.com>. The Maine Department of Labor posts comprehensive labor market information on its website www.maine.gov/labor. Both of these websites are easily accessible to the schools. The MDOE CTE team also reviews data from the Center for Workforce Research and Information within the Maine Department of Labor <http://www.maine.gov/labor/cwri/pubs.html>. On an annual basis the SWIB reviews data from the Center for Workforce Research and Information (CWRI) - formerly Labor Market Information (LMI) - and generates a targeted list of occupations, thus allowing Competitive Skills Scholarship Program (CSSP) funds to be spent on related training. The Bureau of Employment Services through the CWRI provides information on high skill, high wage jobs in Maine, which the Maine DOL makes available on their website.

Representatives from the MDOE CTE Team, CTE directors, and postsecondary staff attend and participate in State and national conventions to obtain information on current or emerging occupational opportunities.